DOCUMENT RESUME

ED 174 576 SP 014 332

TITLE	Home Study: Applying the Structured Tutoring Model to Teaching Reading Skills to Secondary Students. Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Jun 77
CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	English Instruction; *Inservice Teacher Education; *Instructional Materials; *Peer Teaching; *Reading Skills; Secondary Education; *Tutoring; Validated Programs

ABSTRACT

The described inservice teacher education materials are for the use of both secondary school English teachers who are training tutors in reading and for lay tutors. An outline of the scope and sequencing of topics in the program is presented as well as a description of activities and resources involved in use of the materials. Ordering information is provided, and a critique of the product is included. (JD)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: HOME STUDY: APPLYING THE STRUCTURED TUTORING MODEL TO TEACHING READING SKILLS TO SECONDARY STUDENTS

Publication Date(s): 1976 (3rd Edition)

Intended Users: Secondary school reading/English teachers (who are training tutors in reading), and/or lay tutors

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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Grade Level(s): 7 - 12

Number: Group

Primary Focus: English and reading with an emphasis on blending and phonics are highlighted.

School subject(s) and/or in-service topic(s) covered:

This material is designed to train lay tutors or teachers in structural tutoring of reading to secondary school students with an emphasis on blending and phonics. Subtopics include preparation, testing, record keeping, tutoring techniques, instructional units (i.e., long and short vowels, consonants, dipthongs, prefixes and suffixes, oral reading, comprehension, reading rate and others).

What participant does in using the materials:

Tutor takes a course designed to maximize his impact on students who have difficulty in reading skills. The course is highly structured, with pre and post tests, performance criteria and objectives. Participant performs tutoring tasks at various levels of need and linguistic difficulty.

Resources:

A manual for the lay tutor is included, with tutor training. This is followed by a course to be used in tutoring. A course is also available with the text and includes evaluation and performance criteria for each step in the tutoring. Small flash cards, home study forms, assignment and criteria checksheets are also included.

Describer critique:

This program, while designed as a home study course for lay tutors, could be used by teachers to train tutors or as an inservice tool. It is highly structured and for best results should be followed as closely as possible. The technical quality is very good, as is the tutoring theory.

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1.0 PURPOSES:

This program is based on the value of tutors trained to use pshychological principles of learning and validated tutoring techniques and procedures.

"Structured" tutoring includes performance criteria, establishment of objectives, valid assessment, prescriptions based on pretests, posttests, and valid tutoring methodologies. Developer recommends that tutoring comprise only ½ hour daily of a student's class time. This material is designed as a home study course but can be used by a group. The course requires a prerequisite, but that would be optional in an inservice situation.

The material is designed to teach lay tutors how to tutor reading, emphasizing blending, phonics, irregularities in the language, and basic reading skills.

2.0 CONTENT — Scope and Sequencing of Topics:

There are an introduction and three appendices to the Professional Guide For The Lay Teacher. Appendices are:

A) Prerequisites and criteria tests
B) How to teach new vocabulary
C) Teaching work segments and sight words

Chapters are:

1) Preparation (1 page)
2) Testing (3 pages)
3) Record Keeping (3 pages)
4) Tutoring Techniques (8 pages)
5) Instructional Units (236 pages)
   - basic skills; critical vocabulary; long vowels; silent 'e' rule; double vowel rule; 'o' followed by 'ld' rule; consonants, letter 'y'; vowels modified by 'r'; dipthongs; the 'oo' sound; the 'ew' and 'ue' sounds; common word segments, prefixes and suffixes; reading multiple syllable words; sight words; oral reading; comprehension; reading rate

6) Post Assessment (1 page)

The Home Study pamphlet accompanies the text and outlines performance criteria, minimum objectives, tasks and assessments.

Also included are assignments to be submitted, criteria checksheets and Home Study forms necessary for corresponding with instructor and university.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

A coordinator instructs lay tutors (or teachers) in structural tutoring for students with reading difficulties. Tutoring is conducted after pretests are administered. There is a systematic evaluation process during and after the tutoring to ensure maximum results. While the program is designed for lay tutors it is highly adaptable for new teachers as well.

3.2 Help given in use of product:

A supervisor's guide is provided. It is complete with tutorial methodology, planning, lists of the problem areas to be addressed and the exercises for those areas.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Evaluation is included via "checksheets", which are periodic reviews and assessments of user's progress.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

Pretests must be ordered from the developer separately. All other material is included. A coordinator or advisor would be helpful.

5.2 Distributor name/address:

Home Study
Brigham Young University
Herald R. Clark Bldg.
Provo, Utah 84602

(801) 374-1211 x2635

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
HOME STUDY: APPLYING THE STRUCTURED TUTORING MODEL TO TEACHING READING SKILLS TO SECONDARY STUDENTS	TOTAL $58 - $60			
Basic Reading for Secondary Students Professional Guide for the Lay Tutor	$9 - $11	No	1	Yes
Home Study Course	$49	-	1	No
Pretests (Optional - standardized tests could be used)		-		No

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Dr. Grant Von Harrison at the Brigham Young University. who has extensive experience in using children as tutors and in setting up tutorial programs, developed this product.

6.2 How developed and when:

This product was developed in 1971 to help schools use tutorial programs in increasing early reading skills. It was extensively field-tested among teachers in public school settings.

This material is being updated. At present, the course is offered in two forms: credit and non-credit. For specific information on revisions, interested persons should call Dr. Harrison (see 5.2).

6.3 Evidence of effectiveness with users:

No data from the field-testing was supplied to the describer at the time this description was being prepared.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This material is of very high technical quality. While it is designed for lay tutors it could be adapted for inservice use.

Content accuracy/social fairness/community acceptance issues:

Content is accurate; no intentional bias is evident.

Overall summary/comment:

This product shows a sophisticated use of tutoring methodologies and techniques. The course is extensive, well designed and gives thorough preparation for lay tutoring. It could be adapted for use by paraprofessionals, teachers' aides, and pre or inservice teachers. It does require considerable organizational time if so adapted (selection of students, coordination with other teachers, arrangement of time and space for tutoring).